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ABSTRACT

This teacher's guide for the instruction of economic concepts at the seventh grade level uses Evansville's (Indiana) historical development to further the study of concepts such as economic needs and wants, factors of production, and opportunity cost. The first part of the guide, "Introducing Basic Economic Concepts," uses the text "Enterprise Island: A Simple Economy" and the student activity booklet "A Study of Basic Economics." The corresponding chapters from the activity booklet are reproduced for each unit. The second part of the guide focuses on Evansville, and the reading materials and student activity sheets are reproduced as student handouts. An 18-item test on economic terms and a 49-item examination on Evansville are included. (DJC)

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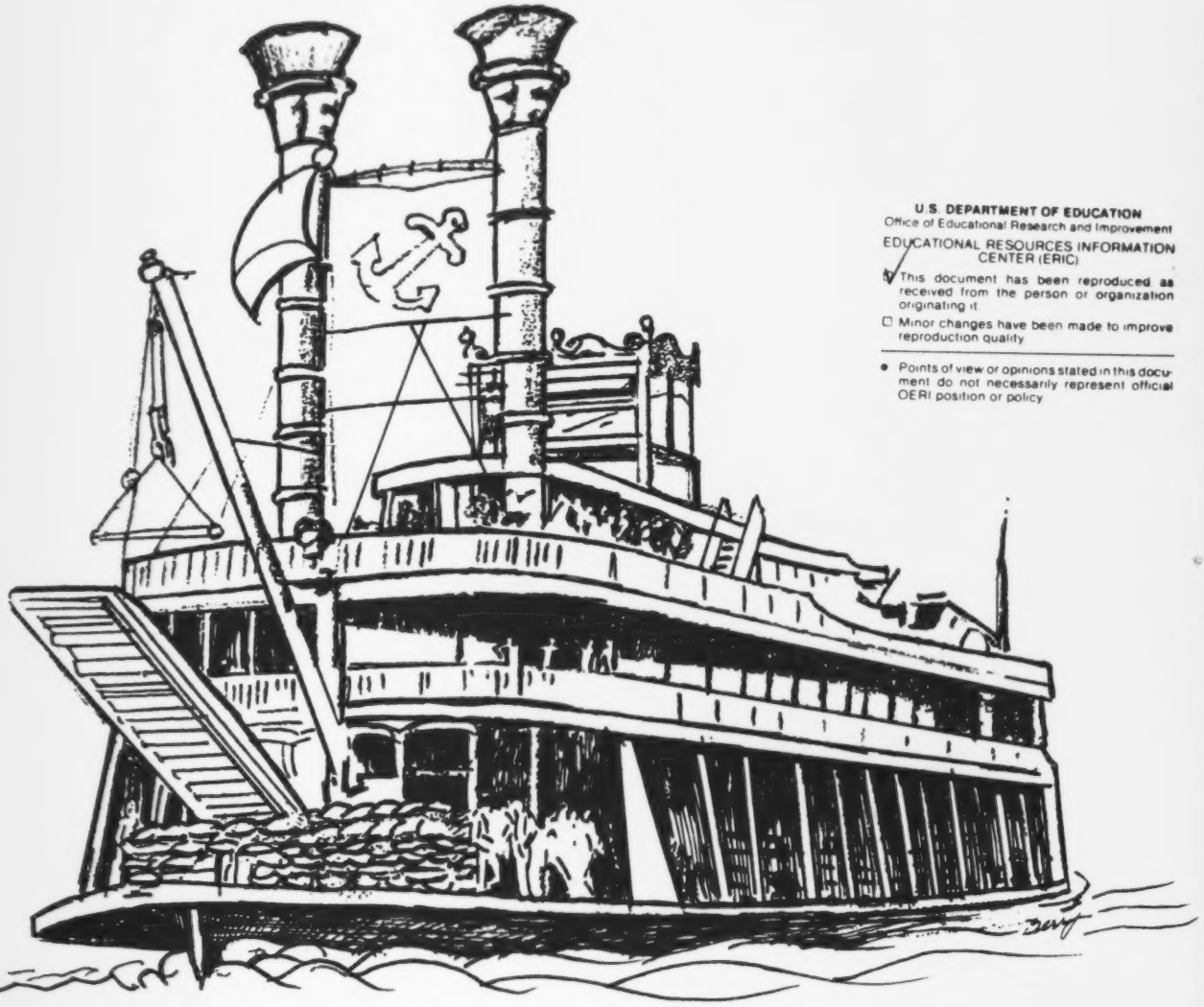

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SOCIAL STUDIES DEPARTMENT
Middle School Level

EVSC
EVANSVILLE-VANDERBURGH School Corporation

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EVANSVILLE: THE ECONOMIC HISTORY AND DEVELOPMENT OF A RIVER TOWN IN THE 1800'S

Grade 7

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Evansville, Indiana

1987

INTRODUCTION

The unit "Evansville: The Economic History and Development of a River Town in the 1800's" was developed by Ruth Adams, retired Social Studies Department Head at Reitz High School; Larry Hughes, Social Studies teacher at Evans Middle School and Christine Settle, Supervisor of Social Studies. Kenneth McCutchan, a local historian and author, and David Ballard, the regional economics consultant for the State Department served as advisors to the project.

Using Evansville's early development as a case study, the project has been designed to introduce basic economic concepts to seventh grade students in their study of geography, nations and immigration.

The project was funded by the Indiana Department of Education's Consumer and Economic Education Grant.

PART I

INTRODUCING BASIC ECONOMIC CONCEPTS

Instructional Activities I
Economic Needs and Wants

Instructional Activities II
Economic Needs and Wants During Three Periods of History

Instructional Activities III
Factors of Production

Instructional Activities IV
Opportunity Cost

Instructional Activities V
Natural Resources on Enterprise Island

Instructional Activities VI
Factors of Production on Enterprise Island

Instructional Activities VII
Specialists on Enterprise Island

Instructional Activities VIII
Economic Activities on Enterprise Island

Instructional Activities IX
Enterprise Island - A Simple Economy

PART II

EVANSVILLE

Instructional Activities I
Founding of Evansville, Immigrants All

Instructional Activities II
What Attracted Settlers to Evansville?

Instructional Activities III
Why Did Evansville Have Slow Growth at First?

Instructional Activities IV
Why Did Evansville Begin to Grow?

Instructional Activities V
Who Were Evansville's Early Entrepreneurs?

Instructional Activities VI
How Did Railroads Contribute to the Growth of Evansville?

Evaluation

PART I

INTRODUCING BASIC ECONOMIC CONCEPTS

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title — Economic Needs and Wants

Objectives — Students will learn to identify economic needs, wants, consumer goods and capital goods

Resources — A Study of Basic Economics, Student Activity booklet and "Enterprise Island: a Simple Economy" by the Graphic Language Corporation.

Time — 3 periods

Instructional Activities

1. Distribute Activity 1: Economic Needs and Wants from the Student Activity booklet of A Study of Basic Economics. Work with students to complete pages 3 - 7. Discuss the vocabulary: economic needs, wants, consumer goods, capital goods, culture.

2. Have students write in a notebook the definitions for the above vocabulary as well as other key economic concepts they will be learning.

3. Assign pages 1 - 17 to be read in the manual, Enterprise Island: A Simple Economy.

ACTIVITY 1: ECONOMIC NEEDS AND WANTS

CONCEPTS TO BE DEVELOPED:

1. ECONOMIC NEEDS
2. ECONOMIC WANTS
3. CONSUMER GOODS
4. CAPITAL GOODS
5. CULTURE

READING AND USING INFORMATION: Read R-1.

R-1: ECONOMIC NEEDS AND WANTS

People living in different parts of the world have the same basic economic needs. Basic ECONOMIC NEEDS are those things that are needed for survival. In our country basic needs are for food, shelter, clothes, transportation and health care. In other countries basic needs may be limited to food, clothes and shelter. Most often people desire more than basic needs. They hope for things to satisfy wants. ECONOMIC WANTS are desired because they make life more comfortable or enjoyable. But people do not have to have wants to survive. Color tv's, ten-speed bikes, and drum sets are examples of goods desired to satisfy wants. Each is wanted but none are needed to stay alive. When people know about many different things, they often want more. People cannot want those things they do not know about.

The wants and needs of people are for economic goods and services. Economic goods are tangible things made to satisfy peoples' needs and wants. Tangible goods are those things that can be seen and touched. Hamburgers, skateboards, motorcycles and jeans are examples of goods. Economic goods are made and sold to people to satisfy their needs and wants.

There are two kinds of economic goods. These are CONSUMER and CAPITAL GOODS. CONSUMER GOODS are used directly to satisfy needs and wants. Although some last longer than others, all are used. Ice cream cones and bikes are consumer goods. An ice cream cone is used quickly; a bicycle lasts longer. But both are made and used to satisfy economic needs and wants.

CAPITAL GOODS are goods used to make other goods or services. For example, a bike used to deliver newspapers is a capital good. A bike used just for fun is a consumer good. Any good used in the making of another good is a capital good. Goods used directly by consumers are consumer goods.

Services are things done for others that satisfy their needs and wants. People are paid to do these services for others. TV repair persons,

doctors, sales persons and football players do services for others. Each provides a service that satisfies some economic need or want. Each earns money for the service.

LEARNING SKILL: Comparing and Contrasting

1. You have been named the first-place winner of a national contest. Your prize is ten goods you want or need most. You will be given three minutes to decide which goods you want. List below the ten goods you most want or need.

LIST OF NEEDS AND WANTS

1)	6)
2)	7)
3)	8)
4)	9)
5)	10)

2. Study your list of goods. Did you list both needs and wants? In your excitement to list the things you wanted most, did you forget basic needs? Do you need to change your list? Complete the chart to include goods that satisfy both basic needs and wants.

REVISED LIST OF NEEDS AND WANTS	
Basic Needs	**Wants**
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

People all over the world have needs and wants for goods and services. Although the basic needs of people are similar, the kinds of goods and services available are different. At least two things affect the kinds of goods and services desired by people. These are culture and the period of time in which they live.

CULTURE

The CULTURE of a group is all of their traditional ways of doing things. Culture includes ways of behaving and believing. It also includes natural and man-made things. People believe that they and others should behave and believe in certain ways. These beliefs and behaviors are taught to each new generation. The skills and knowledge of people are part of their culture. Culture influences the ways people choose to satisfy their needs and wants.

TIME PERIOD

Indian families living during the early colonial period needed to keep warm during cold weather. They would not have thought of wanting an electric furnace since they did not have electricity. Families of today must also keep warm. But they would not build a fire in the center of their houses. Fifty years ago a teenager would not have wanted a tape player. At that time tape players were not available. The goods and services wanted depend on what is available.

3. Study the drawing below.

Answer the following questions about the woman in the drawing.

a. List three of her basic economic needs. List three of her wants.

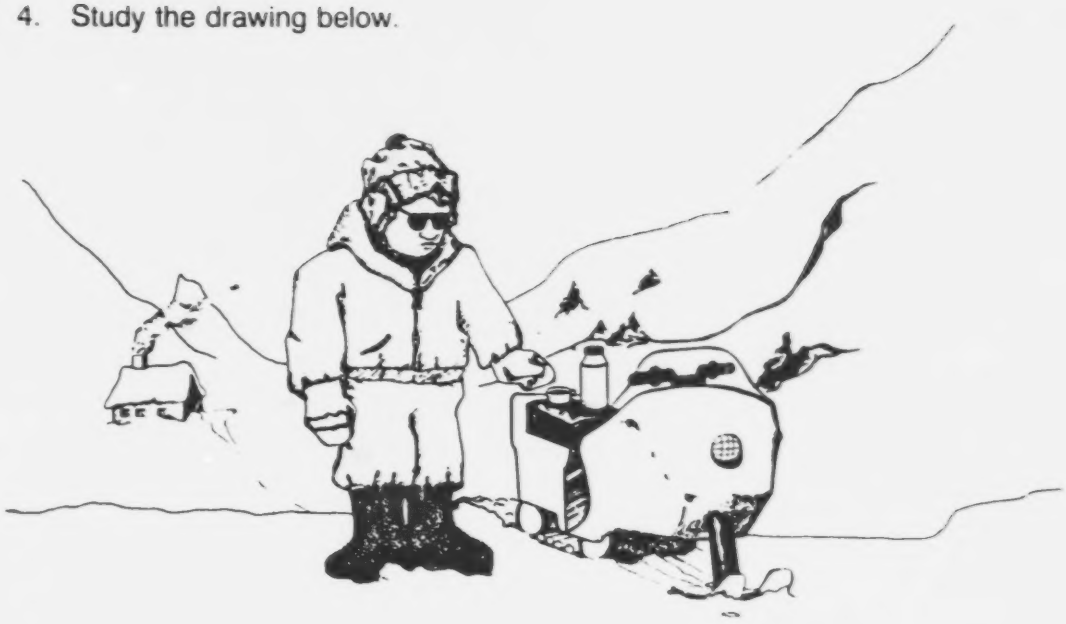
NEEDS **WANTS**

b. In what ways do you think her needs are like yours? How do you think her needs are different from yours?

1) Her needs are like yours in these ways.

2) The goods and services available to her are different from those available to you. Why?

4. Study the drawing below.



Answer the following questions about the man in the drawing.

a. Write three sentences that describe his needs and wants.

b. List basic needs that you have in common with the woman and man in the two drawings.

12

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title Economic Needs and Wants During Three Periods of History

Objectives Students will be introduced to the concepts of scarcity, factors of production, opportunity cost, natural and human resources.

Resources A Study of Basic Economics, Student Activity Booklet - Activity 2

Time 1 period

Instructional Activities

1. Distribute and discuss Activity 2, "The Problem of Scarcity" with students on pages 8 - 10.

2. Assign students the task of expanding their vocabulary list of key economic concepts.

ACTIVITY 2: ECONOMIC NEEDS AND WANTS DURING THREE PERIODS OF HISTORY

CONCEPTS TO BE DEVELOPED:

1. FACTORS OF PRODUCTION
2. NATURAL RESOURCES
3. HUMAN RESOURCES
4. CAPITAL GOODS
5. SCARCITY

READING AND USING INFORMATION: Review R-1. Read R-2.

R-2: THE PROBLEM OF SCARCITY

People usually want more than they have. Their needs and wants for goods and services seem to be unlimited. But the world's resources are limited. There are three kinds of resources used to make goods and services. These are natural resources, human resources and capital goods. Together these three resources are called the FACTORS OF PRODUCTION. SCARCITY is not having needed factors of production to satisfy basic needs and wants.

NATURAL RESOURCES are found on, above and below the earth's surface. Rivers, trees, minerals and types of soils are examples of natural resources. Each is taken from the physical environment. Natural resources are provided by nature.

HUMAN RESOURCES are people using their skills and knowledge. Human resources are sometimes called labor. People are paid to do labor. Labor is used to make goods and provide services. People usually earn more money when they have special skills.

CAPITAL GOODS are used to make other goods and provide services. Farmers use tractors to plant and harvest crops. Buses are used to transport people. Students need desks in the classrooms. Tractors are capital goods used to make goods. City buses and student desks are used to provide a service. Both are capital goods.

Natural resources, human resources and capital goods are combined to make goods and services. When this is done, they become factors of production.

LEARNING SKILL: Making an Inference

1. The needs and wants of people for goods and services change. Many of the goods and services you want or need were not available to your grandparents.

Goods and services that satisfy wants change more quickly. Those that satisfy needs change less.

Study the chart below. It shows goods available during three periods of history. Put an N in the blank of those goods that were used to satisfy needs. Put a W next to those goods that were used to satisfy wants.

CHART A

LISTS OF NEEDS AND WANTS DURING THREE PERIODS OF HISTORY		
1900	**1940**	**1980**
List of Needs & Wants	**List of Needs & Wants**	**List of Needs & Wants**
____ 1. Family horse & buggy	____ 1. Family car	____ 1. Family camper or van
____ 2. Rifle	____ 2. Family radio	____ 2. Personal pocket calculator
____ 3. Kitchen knives	____ 3. Pop-up toaster	____ 3. Portable color television
____ 4. Warm bedcovers	____ 4. A bedroom for the 3 older boys	____ 4. Separate bedroom
____ 5. Marbles	____ 5. Pocket knife	____ 5. Skateboard

2. Classify the list of goods from Chart A as either transportation, housing, recreation or household items. Use Charts B, C and D below.

CHART B

NEEDS AND WANTS OF 1900			
Transportation	**Housing**	**Recreation**	**Household Items**

CHART C

NEEDS AND WANTS OF 1940			
Transportation	**Housing**	**Recreation**	**Household Items**

CHART D

NEEDS AND WANTS OF 1980			
Transportation	**Housing**	**Recreation**	**Household Items**

3. Study the items in Chart A for the years 1900, 1940 and 1980. In which year did more goods listed serve to satisfy basic needs. Check the correct year.

_____ 1900 _____ 1940 _____ 1980

4. Write a paragraph explaining your answer in Question 3.

5. Why do you think a teenager in 1940 would not have wanted a telephone for his/her bedroom?

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title — Factors of Production

Objectives — Students will identify the following concepts: natural resources, human resources, capital goods

Resources — A Study of Basic Economics, Student Activity Booklet - Activity 3

Time — 1 period

Instructional Activities

1. Review what is meant by factors of production - Activity 2 - pages 8 - 10.

2. Distribute work sheet Activity 3 - Factors of Production

3. Discuss answers to work sheet - Pages 11 - 12.

ACTIVITY 3: FACTORS OF PRODUCTION

CONCEPTS TO BE DEVELOPED:

1. NATURAL RESOURCES
2. HUMAN RESOURCES
3. CAPITAL GOODS
4. FACTORS OF PRODUCTION

READING AND USING INFORMATION: Review R-2.

LEARNING SKILL: Developing Concepts

1. You want to make applesauce. There are three factors of production needed to make applesauce. First, apples are a natural resource. Second, labor is needed to pick and cook the apples. Third, sugar and a large cooking pot are needed.

NATURAL RESOURCES	HUMAN RESOURCES	CAPITAL GOODS
apples	apple pickers	sugar
	apple cookers	cooking pot

Study the factors of production below. Classify each factor as either natural resources, human resources, capital goods, goods or services. Write the word in the correct blank below each set of FACTORS OF PRODUCTION.

a. FACTORS OF PRODUCTION

1) auto tire
2) tire making machinery
3) labor
4) rubber tree

NATURAL RESOURCE		HUMAN RESOURCE		CAPITAL GOOD		GOOD
_____	+	_____	+	_____	=	_____

b. FACTORS OF PRODUCTION

1) oil
2) gasoline
3) labor
4) oil well

NATURAL RESOURCE		HUMAN RESOURCE		CAPITAL GOOD		GOOD
_____	+	_____	+	_____	=	_____

c. FACTORS OF PRODUCTION

1) labor
2) sawmill
3) baseball bat
4) tree

NATURAL RESOURCE		HUMAN RESOURCE		CAPITAL GOOD		GOOD
_____	+	_____	+	_____	=	_____

d. FACTORS OF PRODUCTION

1) baseball game
2) baseball player
3) baseball bat
4) tree

NATURAL RESOURCE		HUMAN RESOURCE		CAPITAL GOOD		GOOD
_____	+	_____	+	_____	=	_____

2. Choose a good. Name the three factors of production used to make the good. Fill in the blanks.

NATURAL RESOURCE		HUMAN RESOURCE		CAPITAL GOOD		GOOD
_____	+	_____	+	_____	=	_____

3. Define the three factors of production.

a.

b.

c.

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title: Opportunity Cost

Objectives: Students will be introduced to the concept, opportunity cost.

Resources: A Study of Basic Economics, Student Activity Booklet - Activity 4

Time: ½ period to 1 period

Instructional Activities

1. Direct students to read the first paragraph on page 13 of Student Activity booklet's Activity 4: Opportunity Cost.
2. Ask them to define opportunity cost.
3. Have students complete Activity 4.
4. Discuss the completed activity with students.

ACTIVITY 4: OPPORTUNITY COST

CONCEPT TO BE DEVELOPED:

OPPORTUNITY COST

READING AND USING INFORMATION: Read R-3.

R-3: OPPORTUNITY COST

Everything has its cost. But cost is not simply the price of something. Price is the amount of money paid for a good or service. Cost is all the things given up when you choose to use your resources for something. The real cost of anything is those things given up to have it. For example, you have eight apples. You choose to use them to make an apple pie. That means you cannot eat them raw. Nor can you use them to make applesauce. Once used for pies they cannot be used for anything else. Giving up raw apples and applesauce are your costs. OPPORTUNITY COST is what is given up when you choose something else.

LEARNING SKILL: Developing Concepts

Time is a resource. When you choose to sleep late on Saturday morning, that time cannot be used to do anything else. For example, you cannot go skating, visit a friend, or wash your dog.

1. Kurt was planning what he would do Saturday afternoon. He could do one of the things listed but not all three. He chose to go to a baseball game. Place an X in the blanks of his opportunity costs.

   ____ a. See a movie with his friends Sam and Julie.

   ____ b. Help his older friend John work on his car.

   ____ c. Go with his uncle to a baseball game.

2. Josh had several things he could have planned for Saturday. He chose to fly his kite in the vacant lot next to Jill's house. He hoped she would see him there! Place an X in the blank of his opportunity costs.

   ____ a. Jim had invited Josh to the movies.

   ____ b. Josh's dad had invited him to help choose plants for the yard.

_____ c. John had invited him to play chess.

_____ d. Josh chose to fly his kite hoping to get a long look at Jill.

3. Jill made special plans for Saturday. She planned to go to a movie with her friend Alice. What were her opportunity costs?

_____ a. She could see a great movie.

_____ b. She could wait home and hope Josh came by to see her.

_____ c. She could visit her grandparents.

_____ d. She could go shopping with her mother.

4. What plans do you have for next Saturday? Name three things you could do.

a.

b.

c.

5. If you choose to do (b) from the above list, what are your opportunity costs? Check the best answer.

_____ a. a

_____ b. a and b

_____ c. a and c

_____ d. b

6. Christopher has $6.00. He wants to buy a new record, a lock and chain for his bike, and go to the movies. He does not have enough money to do all three. He has enough money to do ONLY ONE. He must make a choice. He chose to buy the lock and chain. What was his opportunity cost? Check the best answers.

_____ a. the record

_____ b. the lock and chain

_____ c. the movie

22

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title Natural Resources on Enterprise Island

Objectives Students will learn the concept of natural resources

Resources A Study of Basic Economics, Student Activity Booklet, pages 32-33 and Activity 11. Also, Enterprise Island: A Simple Economy.

Time 1 period

Instructional Activities

1. Complete the reading of the manual, Enterprise Island: A Simple Economy.
2. Discuss with students the concept of natural resources.
3. Complete Activity 11: Natural Resources on Enterprise Island.

ACTIVITY 11: NATURAL RESOURCES ON ENTERPRIZE ISLAND

CONCEPTS TO BE DEVELOPED:

Review concepts identified in Activities 1–10.

READING AND USING INFORMATION: Read R-7, Enterprize Island: A Simple Economy.

LEARNING SKILL: Comparing and Contrasting

Read the story of Enterprize Island. Study the map of the Island on page 2. Complete the chart below:

1. What natural resources are available in each village?

LIST OF ISLAND'S NATURAL RESOURCES	
Kelapa	**Oryzon**

2. What natural resources are scarce in each village?

LIST OF ISLAND'S SCARCE RESOURCES	
Kelapa	**Oryzon**

3. Study the map of Enterprize Island. Answer the questions below.

   a. Check below the natural barriers that separate the two villages:

      _____ 1) mountains and hills
      _____ 2) river
      _____ 3) distance

   b. How many miles is it from Oryzon to Kelapa?

      _____ 1) about 50 miles
      _____ 2) about 30 miles
      _____ 3) about 80 miles

   c. If a person can walk 20 miles a day, how long would it take to go from Kelapa to Oryzon?

      _____ 1) about 2½ days
      _____ 2) about 4 days
      _____ 3) about 1½ days

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title — Factors of Production on Enterprise Island

Objectives — Students will compare and contrast the factors of production on Oryzon and Kelapa.

Resources — A Study of Basic Economics, Student Activity Booklet - Activity 13 and the manual, Enterprise Island.

Time — 1 period

Instructional Activities

1. Review the story of Enterprise Island.
2. Direct students to complete Activity 13 on the Factors of Production on Enterprise Island.
3. Discuss completed worksheet.

ACTIVITY 13: FACTORS OF PRODUCTION ON ENTERPRIZE ISLAND

CONCEPTS TO BE DEVELOPED:

1. GOODS
2. SERVICES
3. NATURAL RESOURCES
4. HUMAN RESOURCES
5. CAPITAL GOODS
6. FACTORS OF PRODUCTION

READING AND USING INFORMATION: Review R-7.

LEARNING SKILL: Comparing and Contrasting

Review the story of Enterprize Island. Pretend you live on Enterprize Island. You trade for goods and services there. Locate information to answer the following questions.

1. In which village would you choose to live?

   _____ a. Oryzon _____ b. Kelapa Why?

2. What good or service would you make to trade? Name and describe the good or service.

   a. Name

   b. Description of your good or service.

   c. Why did you choose this good or service?

3. What factors of production would you need to make your good or service? Complete the chart below.

FACTORS OF PRODUCTION			
Good or Service You Would Make	**Natural Resources Needed**	**Human Resources Needed**	**Capital Goods Needed**

4. To whom would you trade your good or service?

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title: Specialists on Enterprise Island

Objectives: Students will explore economic interdependence and specialists.

Resources: A Study of Basic Economics, Student Activity Booklet - Activity 14 and the manual, Enterprise Island.

Time: 1 period

Instructional Activities

1. After students have read the manual, Enterprise Island, work with them to test a hypothesis related to specialists and economic interdependence of Activity 14, page 32 in the Student Activity Booklet. Distribute worksheets to students.

2. Discuss the completed assignments with students.

ACTIVITY 14: SPECIALISTS ON ENTERPRIZE ISLAND

CONCEPTS TO BE DEVELOPED:

1. SPECIALIZATION
2. EXCHANGE
3. ECONOMIC INTERDEPENDENCE

READING AND USING INFORMATION: Review R-7. Read R-8.

R-8: SPECIALISTS ON ENTERPRIZE ISLAND

People become SPECIALISTS when they produce only one good or service. Specialists depend on other specialists. Each specialist makes goods or provides services needed by others. They trade goods and services they make for those they need and want. Specialists depend on other specialists for the goods and services they do not produce themselves. Being a specialist causes one to depend more on others. This is ECONOMIC INTERDEPENDENCE.

LEARNING SKILL: Testing a Hypothesis

The statements below explain important parts of economic activities. Carefully read each statement. List examples from the story that support these statements.

1. People who do not have to spend all their time gathering and growing food may have time to become specialists. Name two specialists on Enterprize Island.

   a.

   b.

2. People trade when they have more goods and services than they need for themselves. Find two examples from the story.

   a.

   b.

3. An economy with specialists has many different goods and services to trade. List two examples from the story.

   a.

   b.

4. Specialists depend on other specialists to make the goods and services they need and want. Find examples of two specialists trading with each other.

   a.

   b

5. Read the following sentences. Mark the sentence that best describes interdependence.

   _____ a. Kim and Kent both ride their bicycles to school.
   _____ b. Kim's and Kent's mothers work in the same office building.
   _____ c. Kim and Kent are working together on a science project after school. They hope they get a good grade.
   _____ d. Kim and Kent stay after school each day to practice tennis. Kim plays with her friend Jill.

6. Mark the following as TRUE or FALSE.

   _____ a. When people become specialized, they become more interdependent.
   _____ b. When people are less specialized, they are less interdependent.

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title — Economic Activities on Enterprise Island

Objectives — Students will find examples of the following concepts: needs, wants, goods, services, natural resources, scarcity, capital goods, opportunity cost, specialists, exchange, consumption, economic interdependence, factors of production.

Resources — A Study of Basic Economics, Student Activity Booklet - Activity 12

Time — 1 period

Instructional Activities

1. Have students complete Activity 12 - Economic Activities on Enterprise Island, pages 34-35.

2. Discuss with students the completed assignment.

ACTIVITY 12: ECONOMIC ACTIVITIES ON ENTERPRIZE ISLAND

CONCEPTS TO BE DEVELOPED:

Review concepts in Activities 1–8.

READING AND USING INFORMATION: Review R-7.

LEARNING SKILL: Developing Concepts

1. Use the story of Enterprize Island to find examples of the concepts listed in Column (1). Match the concepts listed in Column (1) with examples of each from Column (2).

(1) Concepts	(2) Examples of Concepts
_____ a. needs	1. coconut cracking machine, cart, spear
_____ b. wants	2. coconuts, Cassie's labor, Cassie's machine
_____ c. goods	3. fancy fish, sandals, beads
_____ d. services	4. using goods and services
_____ e. natural resources	5 coconuts in Oryzon, rice in Kelapa
_____ f. scarcity	6. depending on each other for goods and services
_____ g. capital goods	7. Donovan, Fletcher, Zachary
_____ h. opportunity cost	8. food, clothes and shelter
_____ i. specialists	9. patching huts, cooking food, catching fish
_____ j. exchange	10. coconuts, fish, palm branches, fresh water
_____ k. consumption	11. fish, drums, sandals, coconut meat
_____ l. economic inter-dependence	12. stopped playing and singing to make only drums
_____ m. factors of production	13. trading drums for rice

2. Name three characters from the story. Describe their economic activities. Complete the chart below.

Characters	Economic Activities

Evansville: The Economic History and Development of a River Town in the 1800's

Unit Title: Enterprise Island - A Simple Economy

Objectives: Students will review economic terms and concepts.

Resources: The Study of Basic Economics, Student Activity Booklet - Activity 15

Time: 1 period

Instructional Activities

1. Assign Activity 15, Student Activity Booklet in The Study of Basic Economics.

2. Discuss the completed activity with students.

ACTIVITY 15: ENTERPRIZE ISLAND: A SIMPLE ECONOMY

CONCEPTS TO BE DEVELOPED:

1. SPECIALIZATION
2. EXCHANGE
3. GOODS
4. SERVICES
5. ECONOMIC INTERDEPENDENCE
6. NEEDS
7. WANTS
8. SCARCITY

READING AND USING INFORMATION: Read R-7, Enterprize Island: A Simple Economy

LEARNING SKILL: Making a Generalization

1. Choose two concepts from the list below. Write a sentence using each concept you have chosen.

CONCEPTS

specialization	economic interdependence
trade or exchange	needs and wants
goods and services	scarcity

a. Concept

Sentence

b. Concept

Sentence

2. Write a sentence that uses the two concepts from above.

PART II

EVANSVILLE

Unit Title — Evansville: The Economic History and Growth of a River Town in the Early 1800's

Objectives

1. Students will learn when and why Evansville grew to be a thriving river port in the 1800's.
2. Students will understand the importance of natural resources in the growth of early Evansville.
3. Students will discover the nations from which Evansville's early settlers came.
4. Students will become acquainted with some of Evansville's early entrepreneurs and will come to appreciate what each contributed to the early growth of Evansville.
5. Students will apply economic concepts such as entrepreneur opportunity costs, natural resources, factors of production, specialization, interdependence, wants, and needs.
6. Students will develop critical thinking skills in learning about Evansville's early development.

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Evansville: The Economic History and Development of a River Town in the 1800's

I. Instructional Activities

A. The Founding of Evansville - Background

1. Introduction - This year, 1987, marks the bicentennial of the writing of the U.S. Constitution.

a. Ask students if Evansville was founded before or after the Constitution was written?

b. Ask students what they know about the founding of Evansville. Teachers may wish to use Student Handout 1 - Ideal Evansville 1812 - the Beginning of Evansville.

2. Introduce the concept of entrepreneur.

a. An entrepreneur is a person who organizes and manages businesses or owns something of value he/she uses to make more wealth.

b. Entrepreneurs generally have certain personal qualities such as the willingness to take risks and the ablility to make good business decisions.

3. Distribute Student Handout 2 - Evansville's Beginnings and assign it to be read by the students.

4. Ask students the following questions:

a. Who is the entrepreneur in this reading?

b. What is the entrepreneur using as capital?

c. What are the opportunity costs for this entrepreneur?

d. How is this entrepreneur's success tied to the problem of scarcity?

B. Immigrants All

The ancestors of all the people living in the U.S. today came from some part of the world outside the boundaries of the U.S.

1. Ask students if they know the countries their ancestors moved from.

2. List these countries on the blackboard and have students locate them on a wall map.

3. Distribute Student Handout 3 - Evansville's Founding Families and From Whence They Came

4. Ask students from which parts of the world did all of these families come?
What ocean did they cross? How did they cross the ocean?

5. Use the Student Handout 4 - Outline Map of Europe.

   a. Have students label the coutries from which these early families came.

   b. Germany - Heilmans, Kochs, Reitz, Igleheart
   England - Ingles
   Ireland - Orrs

6. Why did so many Germans come to America during this period?
Compulsory military service - hopes to improve their lot in America, cheap land.

7. Explain that the Scotch-Irish originally lived in Scotland and were Protestant. Some moved to Ireland and came to be known as Scotch-Irish.

ie.

1812–the beginning of Evansville

"No society is healthy or creative or strong unless that society has a set of common values that fit with the situation of the time as well as being linked to the historic past."

Clyde Kluckhohn, Anthropologist

EVANSVILLE IS BORN ON 200 ACRES

On March 27, 1812, Colonel Hugh McGary, Jr., bought 200 acres from the government. Rich, fertile land on the north shore of a sweeping bend in the Ohio River.

From the beginning, McGary wanted a city. Not just a small town, but a big, bustling sort of place. So he sought the help of an attorney who just happened to be a territorial legislator.

General Robert M. Evans

The legislator was Robert M. Evans—the man for whom Evansville ultimately was named. McGary thought it would be helpful to have the area officially designated the county seat of justice. With Evans' help, it was.

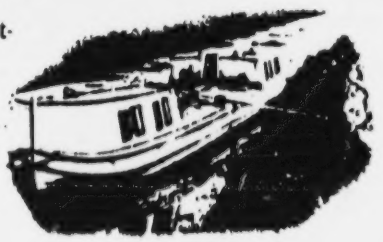
On January 7, 1818, a new county was created—named for an early Indiana Territory judge, Henry Vanderburgh—and Evansville was named the county seat.

Meanwhile, McGary was selling lots. But because there was no industry here, nobody was buying. When McGary went bankrupt and left town in 1825, he held the distinction of being the only town father who had not become wealthy.

NONETHELESS, EVANSVILLE DID GROW; AND BY 1830 HAD ESTABLISHED GOOD ROOTS.

A big factor was the Wabash and Erie Canal. Everyone assumed the canal would spill into the Ohio at Evansville. Armed with this hope, new people came to town, choosing Evansville over St. Louis or even Chicago.

In 1837, the town acquired its first cabinet-making shop and a sawmill. The sawmill was driven by the first steam power used in Evansville.



Typical Wabash & Erie Canalboat

But by the time the canal finally opened in 1854, only the hasty construction of a railroad had enabled the merchants and producers to hang on.

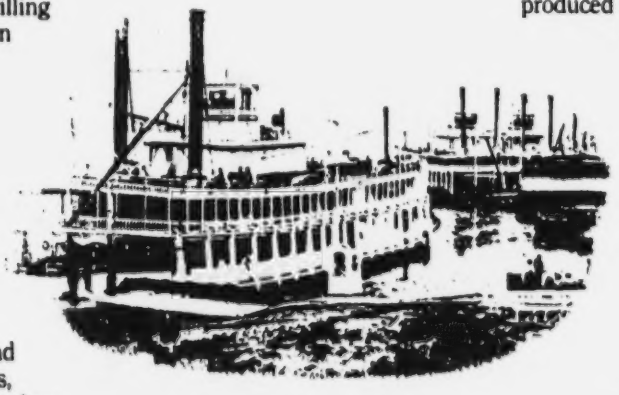
During the 1840's, many Germans, seeking an escape from Europe's strife and revolution, went to New York. Seeking work, they moved here.

On January 27, 1847, Evansville was incorporated as a city.

By then, Evansville was manufacturing agricultural implements. By 1849, pottery. And by 1856, the town was producing tobacco, iron castings and stoves. About then, it also became an official River Port of Entry.

Before the Civil War, Evansville was on the "underground railroad" which helped blacks flee the bonds of slavery. Townspeople secretly fed and housed hundreds making their way northward.

When war came, Evansville served as a major supply depot, filling the town with soldiers and supplies, bustle and entertainment.



Ohio Riverboat, circa 1867

After the Civil War, coal was discovered near Evansville; and a new form of economic growth was launched. Horse-drawn street cars were in operation by 1867; and culture was officially introduced with the opening of the Evansville Opera House on September 9, 1868.

During the 1870's, the town's first lumber company was founded. Next came makers of brick and tile, muslin and cotton yarn.

By 1879, the city had telephone service.

In 1883 and '84, the city was torn by Ohio River floods. But life went on and culture was lifted even higher when the Grand Opera House opened in 1889.

Electricity came in 1882, when a group of businessmen built a generating plant and electric trolleys began to replace those drawn by horses.

Grand Opera House Opens in 1889

And showboats! Evansville was truly a showboat center. No showboat on the Ohio failed to stop at fun-seeking Evansville. And fun there was.

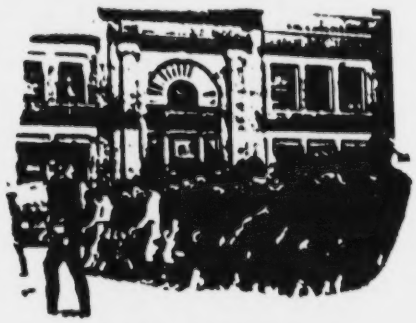
The German community had started the Liederkranz and Germania Mannerchor singing societies. Operatic singing was popular; and elaborate musical shows were produced by the Ideal Music Club and the Lyric Club.

Business continued to move ahead. By 1900, more than 300 iron, steel and furniture manufacturers had located in the city. And Evansville was one of the country's largest tobacco markets.

When the United States declared war on Germany, more than half the city's population was German; and anti-German sentiment ran high. Public teaching of German was summarily halted, the Evansville *Demokrat* (a German newspaper) went out of business. But Evansville ached its way through the war with relatively few disturbances.

The war ended in 1918 and soon the roaring twenties hit the nation. Evansville roared with them. With moonshine and speakeasies in abundance, the town sang and drank and partied as the rest of the nation did.

In 1929, just as oil was discovered in the area, the stock market crashed and the Great Depression followed.



WWI Troops Drill at Central High

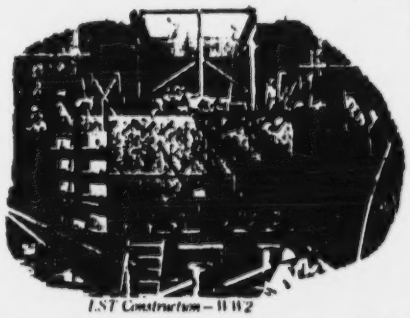
In Evansville, virtually all furniture factories closed. The stove industry was nearly wiped out. No need to manufacture auto parts, because Detroit had stopped making automobiles. Construction stopped. Even cigar factories felt the blow. (Who could afford to smoke cigars now?)

During a three-month period, eight banks closed here. Unemployment rose to 11,000. Then—as if things weren't already bad enough—the Great Flood of 1937 hit Evansville.

But the town was tough. It hung in. It became an oil production center and, by 1939, major oil companies had opened offices here. Factories which had been sputtering through a whole decade finally were in full, consistent production.

THEN, PEARL HARBOR!

Again, thousands were unemployed, simply because Evansville industry wasn't immediately adaptable to war production. But in 1942 Evansville became a ship-builder. In a short time, war industries again flooded the city. LST's and P-47 Thunderbolts were built here. We made ammunition and clothing, grew food and printed government manuals.



LST Construction—WW2

After the war, the old industries returned in full force. Servel and Chrysler alone employed 22,000 persons—almost half of Evansville's employables in 1953.

But, with the advent of the all-electric kitchen in 1950, Servel—which built gas ranges—was in trouble. Seven years later, Servel closed its doors here. Two years later, Chrysler followed suit and consolidated its operations elsewhere.

The situation was tense. Then Whirlpool Corporation moved in and took over some of the excellent (but empty) plants. In 1960, Alcoa began operations just east of Evansville.

In the same year, General Electric opened the Lexan Polycarbonate plant 20 miles west of Evansville. Babcock & Wilcox constructed the world's largest power generation equipment plant west of the city. Suddenly, Evansville was busier than ever.

The core population grew to its current 140,000; and may not increase much beyond that. The city actually serves about 290,000 people in the immediate tri-state area, nearly a *million* in the 30-odd counties within the Evansville marketing area.

Although much of the population was born and bred in the area, Evansville receives a steady influx from the larger cities—people who move here because of career opportunities. And, in many cases, simply because the quality of life here is closer to ideal.

STUDENT HANDOUT 2

Evansville's Beginnings

Although Evansville was not named for him, Hugh McGary, the younger, was the real founder of Evansville. In 1812 McGary traveled to Vincennes, the seat of government at that time and purchased around 200 acres of land. This tract on the bend of the Ohio River included the region which today is downtown Evansville. During the summer of 1812, McGary built an open-faced cabin on the northwest corner of what is now Main and Riverside. In 1814 McGary went before the county commissioners and offered as a gift 100 acres of land for the establishment of the county seat and proposed that the place be named in honor of his good friend, Colonel Robert M. Evans. The commissioners accepted McGary's offer. Steps were taken to plot the new town and McGary began selling lots and urging settlers to come to the area.

STUDENT HANDOUT 3

Founding Families and From Whence They Came

The Orrs

The first American Orr, Samuel, was born in Ireland in 1810. His people were Scotch-Irish. Samuel Orr migrated to the United States in 1833, landing at Baltimore, Maryland. From there, the family traveled overland in wagons to Pittsburgh. In 1835 the Orrs moved to Evansville.

The Ingles

John Ingle was born in England. In 1818 he and his wife and six children came to America. They traveled overland by wagon to Pittsburgh; then down the Ohio on flatboars to Vanderburgh County. Ingle purchased 160 acres and a year later laid out the town of Saundersville north of Evansville.

The Heilmans

William Heilman was born in Germany in 1824. In 1843 the family came to America, landed at New Orleans, came up the Mississippi River to St. Louis; then over to Posey County where they settled. In 1847 William Heilman moved to Evansville.

The Kochs

The Philipp Kochs came from Germany and settled in Evansville, 1843. In those days steamship travel took eight to eighteen days from Europe to New York City. Fare was about $35 per person. A train transported the Kochs as far as Pittsburgh and they went the rest of the way by steamboat. Philipp Koch first farmed in Posey County; then came to Evansville and opened the Eagle Brewery at the corner of Riverside and Fulton Avenue.

John Augustus Reitz

John Augustus Reitz was born in Germany in 1815. In 1836 he came to America, landing in Baltimore, Maryland. From there he made his way westward and settled in Louisville, Kentucky. He stayed there one year; then came to Evansville with the intention of establishing a pottery.

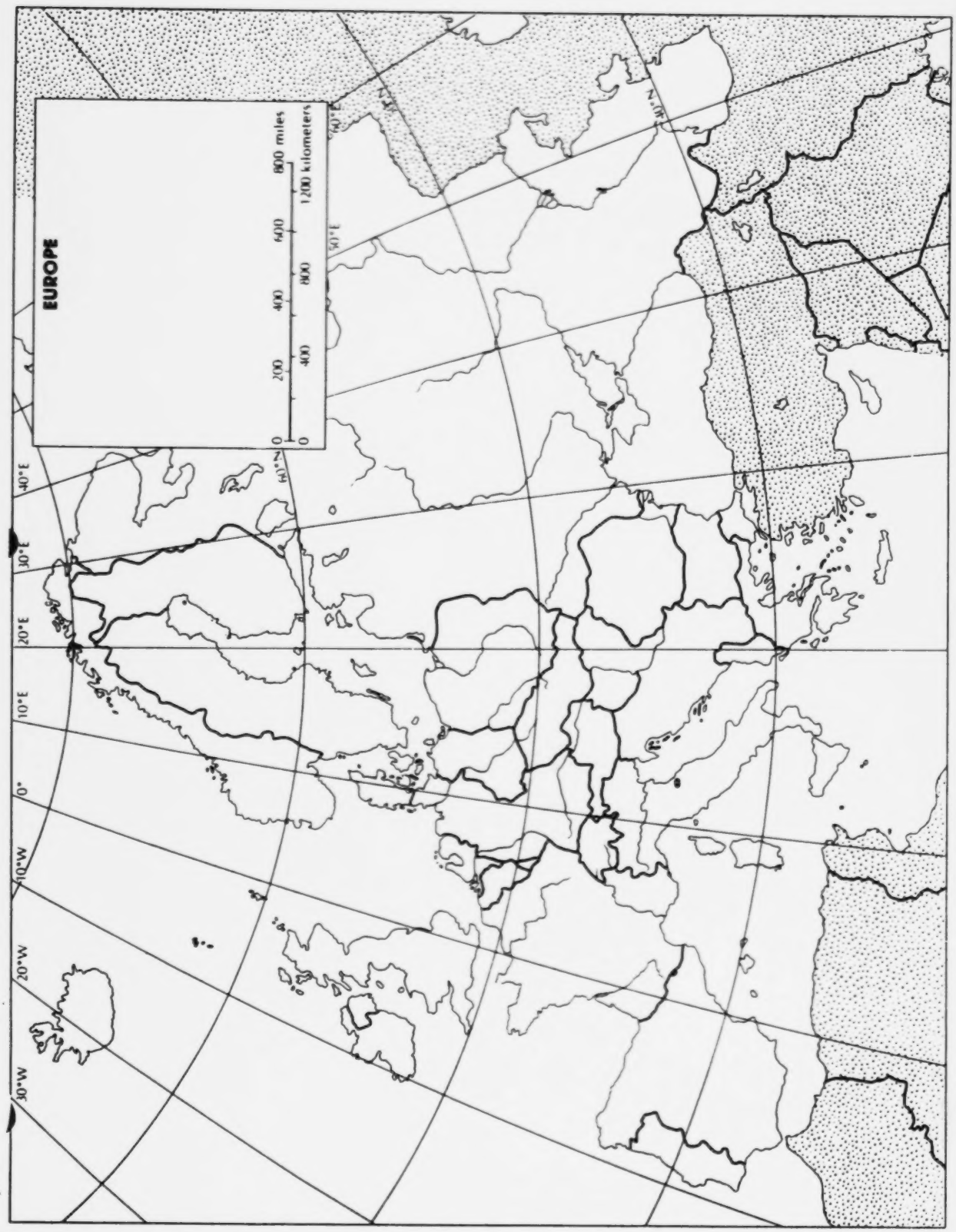
The Iglehearts

The Iglehearts were of German descent. They lived in Prince George County, Maryland. In 1816 Levi Igleheart moved to Kentucky and in 1823 settled in Warrick County, Indiana. In 1835, Levi, Jr. moved to Evansville.

STUDENT HANDOUT 4

The World and Its People - OUTLINE MAP OF EUROPE

NAME _____



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II. Instructional Activities

A. In 1819 Evansville had a population of c. 101 residents

1. Ask students to brainstorm the question: What attracted settlers to the Evansville area?

2. Record their ideas on the chalkboard.

3. Then discuss the following information.

a. The location (In the heart of the country on the Ohio River) and cheap transportation. Settlers could import needed commodities and ship out manufactured goods.

b. Land was cheap and fertile
In the early 1800's land in this area sold for as little as $1.25 an acre. In the 1830's many German immigrants came to this region to escape compulsory military service at home and to make a new start in America.

c. Lush hardwood forest
Assign student to look up hardwood in encyclopedia and bring in a list of hardwoods. Why are the trees called hardwood trees?
What industries were dependent on the hardwood forests?
Sawmills, lumber business, furniture factories, barrels

d. Coal
At first homes were heated by open fireplaces which burned wood. After the Civil War the manufacture of stoves became a thriving industry. Some of the leading factories were: Excelsior Stove Works at Sixth and Canal; Frederich Kiechle's Southern Stove Works at Seventh Avenue and Ohio Street; Scantlin Stove Works on Upper Water Street; John M. Roelker Company; and Indiana Stove Works, of which John W. Bowhne was president and leading stockholder.

4. Ask students to find examples of specialization and interdependence from the reasons early settlers were attracted to Evansville.

III. Instructional Activities

A. Ask students: "Why did Evansville have slow growth at first?"

1. At first Evansville had no industries, no factories--just individually owned farms. Evansville had little cash flow and little trade.

2. Discuss the meaning of the word, barter and how bartering was used in Evansville's beginnings.

3. Use the Teacher Handout, "The Game of Barter," to explain why people engage in exchange of trade; to describe the difficulties associated with barter; and to define money and explain how it facilitates trade.

B. After students have read section 1819-1834 in the Old National Bank's 150th Anniversary booklet ask them the following questions.

1. What is meant by cash flow?

2. What had to happen before there could be banks and industrial growth in Evansville?

3. Note: Old National Bank's 150th Anniversary booklet is available in classrom sets for each middle school for the 1987-88 school year. Contact the Supervisor of Social Studies for further information.

TEACHER HANDOUT

THE GAME OF BARTER*

INTRODUCTION

In this activity students experience the problems of using barter to exchange goods and services.

OBJECTIVES

Upon completion of this activity, students will be able to --

1. Explain why people engage in exchange or trade.
2. Describe the difficulties associated with barter.
3. Define money and explain how it facilitates trade.

MATERIALS

Two compasses, six pencils, two rulers, two scissors, and four 50-cent pieces of play money.

STRATEGY

1. Ask students why people buy and sell goods and services. (Individuals cannot produce everything they need. Consequently, they exchange the things they can make for the goods and services other people produce.)

2. Explain the difference between barter and trade using money. (Essentially, in barter people directly exchange specific goods or services only for other specific goods or services. With the use of money, specific goods and services are traded for money, and the money received can be exchanged for any other goods or services. The use of money makes it easier for people to trade for what they need or want.)

3. Ask students to describe exchanges they, their friends, or their parents have recently made and then have them classify the transactions as barter or money exchanges.

4. Select two "trader" groups of four students each. Remaining students act as observers of the trading sessions. Group one will be a barter group and must conduct the trades that follow. List these trades on the chalkboard:

*The trading situations were adapted from A Guide to Trade-Offs, by Bonnie Meszaros. © 1978 by the Agency for Instructional Television, the Joint Council on Economic Education, and the Canadian Foundation for Economic Education.

Player	Has	Wants
A	1 compass	3 pencils
B	3 pencils	1 ruler
C	1 ruler	1 scissors
D	1 scissors	1 compass

5. After the trading session, ask the traders:

   a. What problems did you have trying to make a trade? (Difficulty in finding someone who was willing to exchange what traders possessed for what they wanted.)

   b. How did you solve the problem? (Made several trades to get the desired items.)

6. Then ask the entire class: How might the trading have been made easier? (By using money in the trading process.)

7. Group two will conduct the same trades but will be able to use money (50-cent pieces of play money). Each player is willing to buy the item in the "wants" column for 50¢.

Player	Has	Wants
A	1 compass + 50¢	3 pencils
B	3 pencils + 50¢	1 ruler
C	1 ruler + 50¢	1 scissors
D	1 Scissors + 50¢	1 compass

8. After the trading session, ask the class:

   a. In which round was it easier to make a trade? (The second should have been easier, since money is generally acceptable and does not require the correspondence of wants as barter does.)

   b. How does the use of money facilitate the trading process? (It is convenient to use and has general acceptability.)

   c. What is one attribute of money? (Money is anything that can be widely used as a means of payment; that is, it is a generally accepted medium of exchange.)

9. Tell students that money is also a measure of value, a means of storing value, and a standard of deferred payment. Ask them for examples of how money functions in these ways. (Possible answers: Measure of value: Money expresses the value of goods and services in terms of prices--one shirt may be valued at $8 and another at $16. Store of value: Money can be saved to be spent in the future. Standard of deferred payment: Money may be borrowed--or loaned-- for repayment in the future.)

IV. Instructional Activities

A. Why did Evansville begin to grow?

1. Have students read "Old National Bank's 150th Anniversary" booklet 1834-1855 sub-sections "Helping Evansville Prosper," "Persevering During the Panic," and "Still Hope."

2. Distribute Student Handout 5 - Wabash and Erie Canal taken from Was it Yesterday by James E. Morlock, pages 81-88.

3. After students read Student Handout 5 - Wabash and Erie Canal - discuss the following questions:

a. Why was the Wabash and Erie Canal built?

b. What course did the Canal follow? Trace its course on the outline map of Indiana - Student Handout 6.

c. How did the Canal benefit the Evansville area?
The Canal attracted skilled laborers; shops and businesses grew up along the canal banks.

d. Why were sleeping accomodations necessary on canal boats?
Boats had to be pulled by horses or mules. It took a very long time to travel any distance. One hundred miles could be traveled in twenty-four hours. Compare this speed with the speed of a modern automobile.

e. Why did the canal prove to be a mistake?
Maintenance problems, coming of the railroad, unprofitable, Panic of 1837. (Note: Teachers may also wish to use Student Handout 7 the article "Come Along For a Trip On Old Erie Canal" by Daniel Snepp from February 10, 1973 issue of the Evansville Press.)

f. What ethnic group helped to dig the Canal?

B. Be sure students read 1834-1855 subsections "Helping Evansville Prosper" and "Persevering During the Panic" in Old National Bank's 150th Anniversary booklet.

C. Suggest that two students might like to take a snapshop of the bronze marker on the grounds of the Old Courthouse.

1. Ask students what the snapshot tells us about the Canal?

2. What other evidence is there that a canal once ran through Evansville?
Canal Street

D. Students may want to draw pictures showing travel on the canals.

E. Use Student Handout 8 - Trend of Population Growth in Evansville from The Evansville Story by James Morlock, p. 106. Ask students to try to explain the growth of Evansville's population during that time period.

STUDENT HANDOUT 5

WABASH AND ERIE CANAL

In the period between 1830 and 1840 the success of the Erie Canal in New York State set off a rash of lesser canal-building schemes. One of these was the Wabash and Erie Canal in Indiana. In January, 1835, the citizens of Tere Haute petitioned the State Legislature to extend the Wabash and Erie Canal already begun in the region around Lafayette on to Evansville following the course of the Wabash River. The bill passed the following year and soon every town along the proposed course of the canal was enjoying prosperity. People flocked in from the South and East. In 1836 work was begun on a canal that was to connect Evansville to Lake Erie. Workers and mechanics came to Evansville to get jobs.

Building the canal was a very slow process. In most cases a contractor and his gang worked on a section about a mile long. C.R. Stormont in his History of Gibson County gives this account: "The embankments were made by hauling the dirt in one-horse carts. Over 40 men and carts there was a boss. The shovelers were nearly all Irishmen." A graveyard was removed from the tract of land where the old courhouse now stands. A large basin was excavated and here they began to build canal boats. Numerous shops and industries sprang up along the canal banks in Evansville. Among these were breweries, potteries, warehouses, copper shops, mills, foundries, tanneries, and other businesses which could obtain water easily for their operation.

A few years after the canal was opened, two passenger boats were operating between Evansville and Terre Haute. They would each carry 35 passengers with sleeping accommodations. The boats traveled 100 miles in 24 hours. They were drawn by four shifts of horses daily.

The life of the old Wabash and Erie Canal was short and plagued with troubles. The canal was finally completed to Evansville in 1853, but the very next year the Evansville and Crawfordsville Railroad appeared. The canal constructed over a terrain of 469 miles from Toledo to Evansville encountered many difficulties: it was poorly managed and lacked funds for operation and maintenance; in winter it was frozen over part of the time and in spring, floods often washed out the aqueducts that carried the canal water over the streams and rivers. These freshets also caused cave-ins from sandy bluffs and hills; the banks and levees holding back the huge feeder reservoirs were often cut by vandals, making the canal inoperative for long periods of time. In 1865 the city declared the canal a failure and began to fill the channel at street intersections. The Wabash and Erie Canal was one gigantic blunder!

Name _____

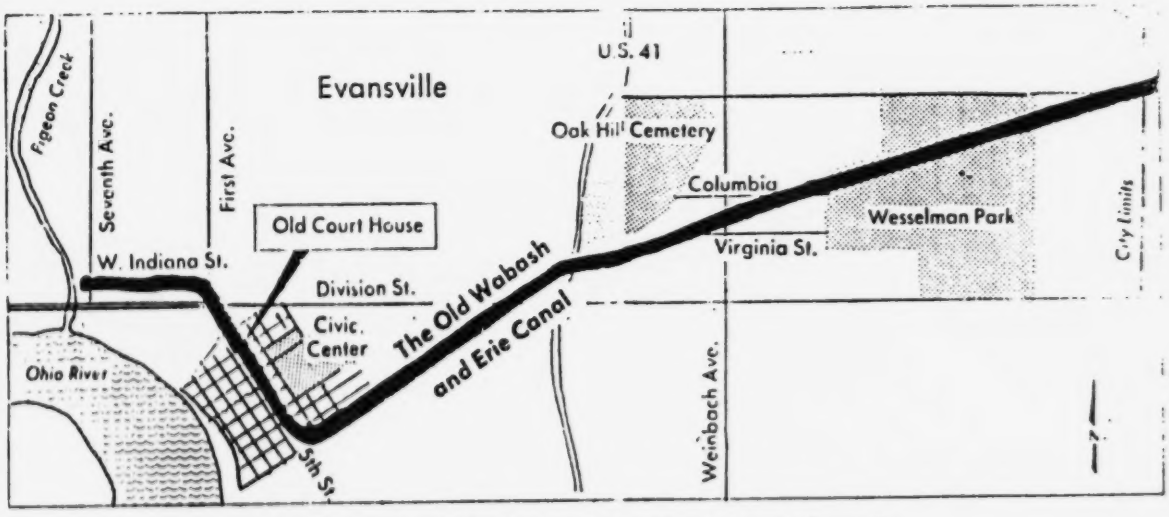
STUDENT HANDOUT 6

OUTLINE MAP OF INDIANA

STUDENT HANDOUT 7

Come along for a trip on old Erie Canal

—Staff Map by John Smith



The route of the old Wabash and Erie Canal through Evansville

COME ALONG FOR A TRIP ON OLD ERIE CANAL

February 10, 1973
Evansville Press

The author of this article, Daniel Snepp, is a retired Evansville school administrator and a historian specializing in topics of local and state interest. He has done extensive research on the Erie Canal.

By Daniel Snepp

One driving downtown on Fifth Street today in Evansville might be surprised to know that he is traveling on a thoroughfare built on the bed of the old historic Wabash and Erie Canal, constructed from Lake Erie to Evansville over 100 years ago.

The driver will see few landmarks along the way to remind him that this canal ever existed. He might inquire, in the light of historical perspective, as to why this canal, the longest in the country's history, was ever built and what purpose did it serve.

The canal approached the city from an easterly direction. The present Southern Railway tracks from Chandler to Evansville were laid on the towpath of the canal. It crossed what is now known as Wesselman Park, then went west across Weinbach Avenue between the present Virginia and Columbia streets, then in the general direction of present Franklin Street to Canal Street, following Canal to its intersection with Fifth Street. It continued down Fifth Street to a small basin where the old court house now stands. Here the smaller boats could unload their cargo and turn around. However, the canal continued down First Avenue in a wider channel, 50 to 60 feet wide, through the Lamasco district crossing the lot now occupied by the municipal market. It then passed down Indiana Street to Seventh Avenue where it terminated in a large basin 340 feet long and 167 feet wide. Here the large boats unloaded and turned around. This basin was at least 300 feet from Pigeon Creek. The space between the basin and Pigeon Creek was occupied by a mill yard. The overflow from the basin spilled over into Pigeon Creek through a mill race. The canal boats did not enter Pigeon Creek nor the Ohio River.

In September, 1939, the Evansville Courier described life on the old canal in rather glowing terms. It spoke about how the citizens looked with "pride and almost awe on the waters of their 'big ditch'." It described the plank bridges that were built across the canal from Walnut to Sycamore streets, how they were equipped with wooden rails for safety to the pedestrians, and built high enough so canal boats could pass under them.

Besides the shipping advantages of the canal it serves to publicize the city and to attract settlers from distant places. In 1836, when the Internal Improvement Bill was passed, Evansville had a slow growing population of 1200. In 1855 this number had grown to nearly 10,000. These new settlers were chiefly of German and English stock and Americans who had migrated from the Middle Atlantic and Southern states.

Since the canal was nearly level with the street, loading and unloading canal boats was not a difficult problem. Consequently numerous shops and industries sprang up along the canal banks to the small basin and into the Lamasco district. Among these were breweries, potteries, warehouses, copper shops, mills, foundries, tanneries and other businesses which could obtain water easily for their operation.

We have no authentic record of the number of paid passengers who rode the canal boats during the canal's brief existence. However, there is a published list of commodities which arrived and cleared the local canal port along with the total amout of tolls and water rent collected from 1853 to 1860. The Indiana Documentary Journal of 1853 reported the first boat (probably the only one) from Toledo arrived in Evansville on Sept. 22, 1853.

The first excursion trip on the canal was made to White River just beyond Petersburg. Only invited guests were included.

A couple of years after the canal was opened two passenger boats, the "Prairie Queen" and the "Pride of the Wabash," were operating between Evansville and Terre Haute. They would each carry 35 passengers with sleeping accommodations. The boats traveled 100 miles in 24 hours and were drawn by four shifts of horses daily.

In order to better understand the direction of the city's growth in 1855, and experience to some degree the excitement of travel by canal boat, we will take an imaginative visitor on a sightseeing trip down to the small basin.

At the present Walnut and Canal Street corner our visitor steps onto the boat. The boat is pulled by three horses hitched in tandem fashion. A rider is mounted on the horse nearest the boat. The pilot takes his place at the rudder and gives the go-ahead sign to the driver. The 250-foot line is drawn taut and they are on their way through partial woodland. As they creep along at 5 miles an hour they see in the distance a long white boat. As it approaches, the two vessels sound their horns in friendly greeting. These boats must pass and because their horses are using the same towpath which is on the north side of the canal, some expert maneuvering of the boats is necessary. The boat on which our visitor is riding is pushed by poles and pulled to the opposite shore; as it was the law of canal navigation that boats going "upstream" had the right of way. The horses of the "downstream" boat are then backed up even with their boat. This releases the tow line so it lies on the bottom of the canal. This enables the "upstream" boat to pass over the line. This passing is successfully completed and the boats resumed their respective journeys.

Our visitor is now moving towards Governor Street where he can see on his left the Old Ellis Mill, more recently known as the Brizius Mill.

At Seventh Street our visitor passes under a bridge and since it is sufficiently high, the boat clears it without the captain giving the usual warning "All duck."

Proceeding further he will notice on his left a cemetery, the northern point of

which crosses present Mulberry Street. The bodies buried in this cemetery were moved to Oak Hill Cemetery in the early 1850s. Although a body was discovered in this plot a few years ago while excavating for the new Adult Mental Health Clinic.

The canal began a gradual turn on to Fifth Street. (It should be noted that the original survey provided that at this point the canal was to divide, one arm continuing down to Second Street. This part was never completed.) At Cherry and Fifth Streets excavations are presently going on for the enlargement of the Welborn Clinic. The large shovels unearthed some timbers, mostly short boards about two feet in length. Whether these were connected with the old canal is questionable. The engineers on the present construction job do not think so, as they were uncovered too near the surface. Also, the contractor who repaired the present sewer line on Fifth Street about 10 years ago maintains that he had placed the short boards under the pipes at intervals for bracing purposes.

Returning now to our visitor who has been left stranded in his boat at Cherry and Fifth Streets, he has been looking down Cherry Street towards the Ohio River and sees smoke gushing forth from a factory which proved to be Hunnel's Planing Mill located on Cherry and Third Streets. Moving "downstream" along the canal he secs the site of the first Negro school to be built in Evansville after the Civil War. This is located on the northwest corner of Chestnut and Fifth Streets.

As the boat moves northwestward on the canal our visitor is privileged to see a number of the better homes of the city. Among these are the homes of John Specht of 208 Fifth Street and the home of Robert M. Evans which occupied the lot extending from Fifth to Sixth Streets and from Main to Locust Streets. The city was named after Robert Evans. Central Library is located on a part of this block.

Our visitor will see on the southwest corner of Locust and Fifth streets the wholesale grocery and warehouse of Matthew Foster. Today a parking lot covers a portion of this block. On the northwest corner of these same streets is the Igleheart Mill. The Majestic Theater now stands on this block.

Now our boat crosses Main Street and heads down toward the basin which, at that time, covered a portion of the block where the old court house now stands. In doing so it passes the old Eagles Foundry on the right, near Sycamore Street. About half way between Sycamore and Vine streets the canal begins to widen as it approaches the smaller basin. A small brewery at that time stood on left side of the juncture of the canal and the basin.

When the boat docks at the basin our visitor, a complete stranger to the city who has been viewing the sites from the canal, disembarks to get a closer view of the downtown Evansville. Meanwhile, the boat continues its journey down First Avenue (Fourth Street) to Indiana Street and finally into the large basin where it discharges its cargo.

The life of the Wabash and Erie Canal was short and "full of troubles." The year after its opening to Evansville a formidable competitor appeared on the scene, the Evansville and Crawfordsville Railroad. The canal, constructed over 469 miles from Toledo to Evansville had a number of insurmountable problems besides the railroad: (1) It was poorly managed and lacked funds for operation and maintenance. (2) In winter it was frozen over part of the time and in spring, floods often washed out the aqueducts that carried the canal waters over the streams and rivers. These freshets also caused cave-ins from sandy bluffs and hills. (3) The banks and levies holding back the huge feeder reservoirs were often cut by vandals, thus rendering the canal inoperative for indefinite periods of time. In the Petersburg section alone in 1858 navigation was suspended for a total of 111 days.

During the Civil War the canal went rapidly to decay and in 1865 the city pronounced it a failure and began to fill up the channel at street intersections. The job was completed two years later at a cost of $2000, an astoundingly small sum according to modern figures. In retrospect the Wabash and Erie Canal was one gigantic blunder. In 1835 Indiana had a population of 500,000, yet it obligated itself for an internal improvement program costing $20 million. This was a debt of $40 for every person living in the state at that time.

And so ended that part of the Wabash and Erie Canal from Terre Haute to Evansville so hopefully begun in 1853 and so dismally closed in 1867.

STUDENT HANDOUT 8

TREND OF POPULATION GROWTH IN EVANSVILLE - EARLY 1800'S

1819	101
1832	314
1840	2,121
1850	3,235

V. Instructional Activities

A. Who Were Evansville's Early Entrepreneurs?

1. Resources for this section include:

a. Student Handout 9 "Evansville's Early Entrepreneurs."

b. Student Handout 10 "Entrepreneur/Resource List."

c. Student Handout 11 "Vocabulary List."

d. Student Handout 12 "Timeline."

2. Ask students to answer or complete the following:

a. What is an entrepreneur?

b. Make a list of the names of Evansville's early entrepreneurs and the resources each had in their business.

c. Make a timeline showing the date the early entrepreneurs came to Evansville, when there business was founded and the businesses areas of specialization.

d. List possible opportunity costs for any four of Evansville's early entrepreneurs.

e. Define the words on the Vocabulary List - Student Handout 11

B. Invite a present day entrepreneur to visit the class and discuss how he/she began a business.

C. Invite a descendant of an early Evansville entrepreneur family to discuss the family company as it is today and was in the past.

D. Arrange field trips to Evansville businesses. Contact Jim Werner of Junior Achievement for names of entrepreneurs. An example of this would be the Karges Furniture Company. The Karges were contacted during the 1987 school year. 20 students per group is as large a group the Karges Company could handle per field trip.

E. Other possible field trips are to the Reitz Home Museum, Willard Library, and the Heilman Mansion on First Avenue.

F. Assign two students to visit the Old Courhouse in order to take a picture of the statue of Vulcan which is located in the basement. Ask students to give a report on Vulcan and why Vulcan would be an appropriate symbol for a plow works.

STUDENT HANDOUT 9

EVANSVILLE'S EARLY ENTREPRENEURS

1. Samuel Orr

Samuel Orr of Scotch-Irish descent left Ireland in 1833 and emigrated to America. He and his bride moved westward in wagons as far as Pittsburgh where they remained for two years. Here Samuel worked for Alexander Laughlin, who had just started an iron and steel business. In 1835 Orr moved to Evansville. He started a grocery business which included a meat market. He also operated a blacksmith shop. After a few years, he gave up the grocery business and concentrated on the hardward line, founding the Orr Iron Company. Orr was elected a director of the Evansville State Bank and in 1855 became the second president of the bank which today is known as Old National. When a railroad was proposed to connect Evansville with northern cities, Orr became one of the incorporators of the Evansville and Crawfordsville Railroad. Robert D. Orr, present governor of Indiana, is the great-grandson of Samuel Orr, who founded the Orr Iron Company.

2. Willard Carpenter

Willard Carpenter was born in 1803 on a farm in Vermont. He helped his father on the family farm until he was 19 years old. Then he started the long journey westward. He crossed Pennsylvania and penetrated Ohio as far as Salem. Here he spent some time with an uncle who had emigrated to Ohio some years before. He rested for a time from his long journey and worked for a short time in Ohio. Then he turned eastward and worked as a laborer on the Erie Canal. In 1835 Carpenter's youngest brother, A.B., emigrated to Indiana and settled in Evansville. He began a small retail dry goods business. Later he persuaded Willard and another brother to come to Evansville and join him in setting up a wholesale dry goods and notion business. Mr. Carpenter also established one of the first hotels in the city, the Farmers Hotel near the waterfront. The stables accommodated 50 horses. In 1850 Carpenter became interested in the Evansville and Crawfordsville Railroad. He worked to secure subscriptions of stock and contributed more than anyone. As a result he was elected to the first board of directors. Mr. Carpenter's greatest contribution to the city of Evansville was the gift of Willard Library. Work was begun in 1876 on the First Avenue library and was completed in 1883. The library is still in use and is a fine example of Victorian Gothic architecture. The Carpenter home, Evansville's first real mansion, still stands and is today the home of WNIN/Channel 9 (PBS).

3. William Heilman

William Heilman was born in Germany in 1824. His father died when William was just a small boy. His mother remarried; and when William was nineteen, the family emigrated to America. For a time William worked on his stepfather's farm. His sister had married Christian Kratz, an experienced founder and machinist. William proposed that he and his brother-in-law form a partnership. The two men opened a foundry in Evansville. Slowly but surely business increased, and in 1850 they were able to build a brick building where they began using steam power. From this time on they started building machinery on a large scale. In 1854 they built their first portable steam engine and soon orders came in for many more. They constructed all kinds of mill machinery such as boilers. In 1859 they built their first threshing machine. The threshing machine soon became popular with the farmers because they were well built and efficient. During the Civil War the Heilman and Kratz Foundry turned out several brass cannons which were assembled in Sunset Park and at other strategic locations along the bend in the river. In 1864 Kratz retired from the firm and Heilman took over. After the Civil War Heilman's business, which was known as the City Foundry, flourished. In 1869 Heilman built an elegant mansion on First Avenue which today is St. Vincent's Day Nursery. Heilman served as director of the State Bank of Indiana and its successor, the Evansville National Bank. Heilman was director of the Horse Railway Company, president of the Gas Company, and principal owner of the Cotton Mill. William Heilman died in 1890; and the management of the business was taken over by his son, Charles Heilman, and a son-in-law, Major A.C. Rosencranz. The name of the company was changed to the Vulcan Plow Works. A large bronze statue of Vulcan, which once was displayed by the Plow Works, may be found today in the basement of the old Court House.

4. The Igleheart Family

Of German extraction, the Iglehearts came to America and settled in the vicinity of Baltimore, Maryland. Levi Igleheart and his wife moved westward and in 1816 settled in Ohio County, Kentucky, where Levi farmed for a while. In 1823 the family moved to Warrick County, Indiana. In 1853 Levi, Jr. moved to Evansville and set up the Canal Flour Mills. In 1856 he sold his interest to Little Brothers. Then he and his two brothers, William and Asa established the Southern Mills. This came to be known as Igleheart Brothers. Their Swans Down Cake Flour, introduced in the late 1890's, became nationally famous. Known today as General Foods, the plant is still located on First Avenue just south of Pigeon Creek.

Student Handout 9 cont.

5. John Augustus Reitz

John Augustus Reitz was born in Germany in 1815. When he was 21, he came to America landing in Baltimore, Maryland. He made his way westward and settled in Louisville, where he remained for one year. Hearing of the great promise of the Wabash and Erie Canal, he came to Evansville with the intention of starting a pottery. Since this venture did not prove profitable, he found work in the sawmill owned and operated by Silas Stephens. Within a few years he had built a sawmill of his own. As the city grew, the lumber industry prospered and in the course of the next 40 years, Evansville became the greatest hardwood lumber market in the United States. With the help of his sons Reitz's business grew to be one of the largest in the city and the foundation for a vast family fortune. The Reitz home, a beautiful Victorian mansion, was built in 1870 at First and Chestnut streets. Today it is maintained as a house museum.

6. The Ingles

The Ingles came from England. The first, John Ingle, came to Vanderburgh County in 1818. He bought a farm in Scott Township in the area known today as Inglefield. Ingle owned another farm known as the river farm in the region known today as Reitz hill. Here in 1866 Ingle explored for coal. A shaft was sunk at a depth of about 240 feet, and coal of a fine quality was found. The area was then known as Coal Mine Hill. This was the only coal mine for miles around. John Ingle died at age 86. About 1965 the Ingles closed down their last mine. At one time they had operated the Ayrshire, Blen Ayr, Green Valley, Ingleside, and Ditney Hill mines.

7. The Uhls

The Uhl Pottery was founded in 1849 and was located at the corner of Main and 9th streets. The two brothers, Louis and Albert, both from Germany, were skilled in the art of making pottery.

8. The Kochs

George Koch was born in Germany in 1838. When he was just a child, his parents and brothers--Jacob, Phillip, Henry, and Andrew--set sail for America. They landed in New York City. From there they went by train to Pittsburgh and then down the Ohio River by steamboat. Phillip Koch farmed for a time in Posey County, Indiana; then he decided to become a brewer. His Eagle Brewery at the corner of Fulton and Riverside proved to be a profitable venture. Three sons helped their father there, but George became an apprentice at the City Foundry owned by his cousins, William Heilman and Christian Kratz. In 1873 George Koch, after serving in the Confederate Army, returned to Evansville. A younger brother, Willie, helped George get established. The new business called the George Koch Tin Shop was located at 1012 W. Pennsylvania Street across from a livery stable. After his father's death in 1903, Louis J. Koch became

general manager of the business. The firm of George Koch Sons in the 1920's installed its first machine shop tools and did machining for local industries. Today Robert L. Koch II is president of George Koch Sons.

9. Henry C. Kleymeyer

The manufacture of brick and tile was a growing industry after 1870. Not only were bricks used for the building of factories and stores, but also for paving streets and sidewalks. By 1890 there were as many as 20 brickyards in the Evansville area. In 1903 Henry Kleymeyer organized the Standard Brick Manufacturing Company merged with the Surheinrich plant and purchased the Helfrich plant. At age thirty Kleymeyer was Evansville's foremost brick manufacturer.

10. Karges Furniture

Ferdinand Karges, a young German immigrant cabinet-maker, opened a furniture shop in Evansville in 1859. His son, Albert, started the Karges Furniture Company, which in 1986, observed its 100th year. At one time Evansville was one of the largest hardwood furniture centers in the world. In 1923 an industrial census showed there were 27 furniture factories in Evansville. The Karges Furniture Company is noted for its fine hand-crafted furniture. The firm recently had to import a number of skilled wood carvers from Portugal and Canada. Some of the finest furniture in the world is made at the Karges Furniture Company.

11. Fendrich Cigar Company

In 1850 Herman Fendrich came to Evansville with the intention of starting a tobacco business. Since a large amount of tobacco was grown in this area, it seemed to be a good location for a plant. Fendrich was only twenty years old when he started his company. At first the business produced plug and twist tobacco, but later turned to the making of cigars. La Fendrich and Charles Denby cigars became famous all over the United States. The work force was predominately female. Originally the Fendrich plant was located on Main Street between First and Second streets; later it was moved to Oakley Street between Pennsylvania and Illinois streets.

12. Cook Brewery

In 1853 Frederick W. Cook and Louis Rice established the City Brewery. Later this became the F.W. Cook Brewing Company. The business grew and expanded with the city and was unique in that it retained its location at 8th and Main for more than a century.

STUDENT HANDOUT 10

ENTREPRENEUR/RESOURCE LIST

List the entrepreneurs studied and the natural resources used by each.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

STUDENT HANDOUT 10

ENTREPRENEUR/RESOURCE LIST

(Teacher copy)

List the entrepreneurs studied and the natural resources used by each.

1. Orrs - iron ore, coal
2. Willard Carpenter - cotton, wool
3. William Heilman - iron ore, coal, Ohio River
4. Iglehearts - wheat, water
5. Reitz - hardwood
6. Ingles - coal
7. Uhls - clay
8. Kochs - iron ore, coal
9. Kleymeyer - clay
10. Karges - hardwood
11. Fendrich - tobacco
12. Cook - hops, barley

STUDENT HANDOUT 11

VOCABULARY LIST

(Teacher Copy)

1. Scotch-Irish - Protestants who left Scotland and settled in northern Ireland

2. blacksmith shop - place where horses were shod

3. retail dry goods business - store which sold yard goods, thread, lace, etc.

4. wholesale dry goods - a business which supplies retailers

5. notion business - sells pins, needles, thread, trimmings

6. subscriptions of stock - People invest in a business by purchasing shares of stock - certificates are issued showing proof of ownership

7. machinist - one who makes machines or is able to repair machines

8. foundry - a factory where metals are molded or cast

9. threshing machine - machine which separated the grain from the straw

10. mansion - a large, imposing house

11. pottery - a place where dishes, vases, etc. are made from clay - fired in a kiln

12. brewery - where beer is made

13. apprentice - one who is learning a trade from a master craftsman

14. livery stable - a place where horses and carriages were kept for hire and where animals were stabled

15. immigrant - a person coming into a new country

16. emigrant - person going out or leaving the country in which he was born

17. cabinet-maker - person who makes furniture

18. census - a counting of people or things

19. century - 100 years

20. entrepreneur - (ahn-truh-prun-Nur') - a French name designating people willing to risk their money in a new business - organizes and manages a new venture

21. capital - assets or wealth needed to start a business to produce goods or services

STUDENT HANDOUT 11

VOCABULARY LIST

1. Scotch-Irish -

2. blacksmith shop -

3. retail dry goods business -

4. wholesale dry goods -

5. notion business -

6. subscriptions of stock -

7. machinist -

8. foundry -

9. threshing machine -

10. mansion -

11. pottery -

12. brewery -

13. apprentice -

14. livery stable

15. immigrant -

16. emigrant -

17. cabinet-maker -

18. census -

19. century -

20. entrepreneur - (ahn-truh-prun-Nur') -

21. capital -

STUDENT HANDOUT 12

TIMELINE

1800

1805

1810

1815

1820

1825

1830

1835

1840

1845

1850

1855

1860

1865

1870

1875

1880

1885

1890

1895

1900

1905

1910

1915

1920

STUDENT HANDOUT 12

TIMELINE

(Teacher Copy)

1800

1805

1810

1815

John Ingle 1818 Coal Mine

1820

1825

1830

Samuel Orr 1833 Iron Company

1835

Willard Carpenter 1837 Drygoods

1840

1845

Uhls 1849 Pottery

1850

Fendrich 1850 Tobacco

William Heilman 1850 Foundry

Cook 1853 Brewery

Levi Igleheart 1853 Flour Mill

1855

Ferdinand Karges 1859 Furniture

1860

1865

1870

George Koch 1873 Tin Shop

1875

1880

1885

1890

Henry C. Kleymeyer 1903 Bricks

1895

1900

1905

1910

1915

1920

VI. Instructional Activities

A. How Did Railroads Contribute to the Growth of Evansville?

1. Resources used in this section include:

a. Old National Bank's 150th Anniversary booklet's section 1834-1855.

b. Was It Yesterday? by James E. Morlock, pages 37-54.

2. Distribute Student Handout 13 - Excerpt: Was It Yesterday

3. After students have read Student Handout 13 discuss with them the following:

a. Which of the early Evansville entrepreneurs invested in railroad stock?

b. Why did Evansville become such an important railroad center?

c. How did railroads contribute to Evansville's economic growth?

d. How are specialization and interdependence evident in the growth of railroads in Evansville?

B. Students might enjoy drawing models of the early railroad locomotives or writing a research report on the early railroad in Evansville.

STUDENT HANDOUT 13

WAS IT YESTERDAY

With the advent of the steam engine, people with money to invest became interested in the building of a railroad to connect Evansville with cities to the north. In his book Was It Yesterday? Dr. James E. Morlock gives this account of Evansville's first railroad.

> Railroad building started in earnest early in 1851. The right-of-way was being cleared and graded. The depot was under construction. The first shipments of iron rails were received, coming up the river by boat from New Orleans. These rails were small and light, compared to present day standards, and were made in England. Rolled from heat-treated wrought iron, these rails were not steel, but were the best available at that time. In 1851, the locomotive arrived in a boat up from New Orleans. It was of elaborate design with ornate brass trimming, bright and shiny, and a tall smoke stack with a funnel on top. The engine was largely of English make, but was assembled and finished by Norris Brothers Company of Philadelphia. The locomotive weighed 17 tons. The Evansville and Illinois Railroad Company and the Wabash Company were merged in October, 1853 into one company called the Evansville and Crawfordsville Railroad Company. On December 14, 1853, railroad service from Evansville to Terre Haute was established. The name of the Evansville and Crawfordsville Railroad was changed in 1877 to the Evansville and Terre Haute Railroad Company. The control and management continued in Evansville where the main offices, repair shops, and terminal facilities were located. Following the Civil War, the interest in railroad building became more intense than ever. Between 1865 and 1885 seven new railroad lines were built into Evansville. Much of the capital was supplied by Evansville investors.

TEST FOR ECONOMIC TERMS

A. _____ Takes place when people depend on each other to provide for economic needs.

B._____ Those things wanted to make life more enjoyable.

C._____ An older expression used for a downward movement of the economy.

D._____ Goods or wealth used to make other goods or services.

E._____ Not having enough resources to satisfy needs and wants.

F._____ Trading or buying the goods one needs.

G. _____ One who takes risks in the production process for the purpose of new opportunities.

H. _____ Things used directly to satisfy needs and wants.

I. _____ Things from nature and used by man.

J. _____ A relatively long period of exceptionally slow business activity.

K. _____ When a person or company makes only one or two goods or deals in one or two services.

L. _____ What you give up when you choose something else.

M. _____ Ways people have developed for the production and consumption of goods and services in a particular area.

N. _____ Those things people must have to survive.

O. _____ Trading, buying or selling goods and services.

P. _____ Human resources, natural resources and capital goods used to make goods and services.

1. Capital
2. Consumer Goods
3. Economic Interdependence
4. Economic Needs
5. Economic Wants
6. Exchange
7. Natural Resources
8. Barter
9. Banking
10. Opportunity Cost
11. Scarcity
12. Specializations
13. Economic System
14. Factors of Production
15. Panic
16. Depression
17. Recession
18. Entrepreneur

Q._____ Trading, buying or selling goods and services.

R. ____ Economic downturn or downward movement of the business cycle.

EXAMINATION

Evansville: The Economic History and Development of a River Town in the 1800's

PART I

Matching:

1.	natural resources	7.	brewery	13.	Phillip Koch
2.	Wabash-Erie Canal	8.	recession	14.	emigrant
3.	Colonel Robert M. Evans	9.	apprentice	15.	Samuel Orr
4.	human resources	10.	Hugh McGary	16.	panic
5.	Silas Stephens	11.	foundry	17.	capital
6.	Willard Carpenter	12.	immigrant	18.	cooper shop
				19.	depression

Directions: Record the number of the correct choice on your answer sheet.

1. The real founder of Evansville ___

2. Attracted skilled workers to the Evansville area ___

3. First to install a steam engine in his sawmill which he built near the foot of Vine Street in 1837 ___

4. A time of severe financial crisis during which banks fail and many are out of work ___

5. Gave Willard Library to the city of Evansville ___

6. A place where all kinds of machinery is built such as threshing machines, boilers, etc. ___

7. A place where beer is made ___

8. One who is learning a trade ___

9. One who leaves his country of birth and goes to live in another country ___

10. Wood, coal, wheat, corn, land, waterways ___

PART II

Completion: Write in the word or words which correctly complete the statement.

11. Evansville was founded in the year _____.

12. In 1836 work was begun on a canal that was to connect Evansville to _____.

13. Proof of ownership in a business venture is known as shares of _____.

14. In 1869 William Heilman built an elegant _____ on First Avenue.

15. A livery stable was a barn where _____ and carriages were kept for hire.

16. The rails used for Evansville's first railroad were made in _____.

17. Trees such as oak, hickory, and maple are known as _____ trees.

18. Most of the people who settled in the Evansville area in the early 1800's came from western and central _____.

19. The three main factors of production are _____, labor and capital.

20. _____ is a system of trade in which one type of good or service is traded directly for another type of good or service.

PART III

Matching:

Identify and record the number of the correct choice on your answer sheet.

Choices

1.	William Heilman	5.	The Igleheart Brothers	9.	Henry Kleymeyer
2.	Samuel Orr	6.	John Augustus Reitz	10.	Albert Uhl
3.	George Koch	7.	Albert Karges	11.	John Ingle
4.	Herman Fendrich	8.	Frederick W. Cook	12.	Willard Carpenter

_____ 21. One of the incorporators of the Evansville and Crawfordsville Railroad

_____ 22. Founded a flour mill which today is known as General Foods

_____ 23. A German emigrant who made a fortune in the lumber business and built a beautiful Victorian house on First Street.

_____ 24. He and his brother, Louis, built a famous pottery in 1849.

_____ 25. He and his brother-in-law, Christian Kratz, set up a foundry which eventually became the Vulcan Plow Works.

_____ 26. Made their fortune in coal mining

_____ 27. Founded a large brewery in Evansville

_____ 28. Owner of a large brickyard

_____ 29. Started a factory which even today is famous for the making of fine handcrafted furniture

_____30. Established a tin shop on Evansville's West side which later became a machine shop

PART IV

Multiple Choice: Record the letter of the best choice on your answer sheet.

31. A person who starts a business is known as (A) a machinist (B) a potter (C) an entrepreneur.

32. A machine used to separate wheat from straw is known as (A) a binder (B) a threshing machine (C) a reaper.

33. The Scotch-Irish were Scotch protestants who left Scotland and moved to (A) England (B) Wales (C) Ireland.

34. (A) Old National (B) Citizens (C) City National is Evansville's oldest bank.

35. The home of (A) William Heilman (B) Willard Carpenter (C) John Fendrich is today the office of WNIN/Channel 9.

36. Bonds were sold to help finance (A) the Fendrich Cigar Company (B) the Vulcan Plow Works (C) the Wabash-Erie Canal.

37. In the early 1800's land in the Evansville area sold for as little as (A) $2.00 (B) $5.00 (C) $1.25 an acre.

38. The Ingle family came from (A) Germany (B) England (C) Ireland to the U.S.

39. The Wabash-Erie Canal into Evansville was completed in the spring of (A) 1837 (B) 1853 (C) 1865.

40. John Augustus Reitz made a fortune in (A) tobacco (B) flour (C) lumber.

PART V

True or False

Write the word "True" on your answer sheet if the statement is correst. Write the word "False" if the statement is incorrect.

_____ 41. After the Civil War the production of stoves became an important industry in Evansville.

_____ 42. Many Irishmen worked on the Wabash-Erie Canal.

_____ 43. The Uhl family developed a coal mine where Reitz hill is now located.

_____ 44. The business,George Koch Sons started out as a tin shop.

_____ 45. The Cook Brewery remained in business in Evansville for over a hundred years.

_____ 46. At one time there were as many as 20 cigar factories in Evansville.

_____ 47. The first use of steam power in Evansville was in a sawmill owned and operated by Silas Stephens in 1837.

_____ 48. Barrel making was an important industry in early Evansville.

_____ 49. Most of Evansville's early entrepreneurs came from wealthy families.